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ABSTRACT

Reviewed are activities carried out over a 1-year period by the Center for Studies in Vocational and Technical Education project to modify regular programs and develop curriculum materials for vocational education of the handicapped. Provided in Section I is a summary of project activities which include workshops in VTAE (Wisconsin Board of Vocational, Technical and Adult Education) districts, collection of materials about handicapping conditions and special education, the development of publications for use in working with handicapped persons, preparation of exhibits at state and national programs and conferences, provision of consulting and advisory services, development of a bibliography of free loan materials for handicapped and special education, and production of a film about vocational education of the handicapped in Wisconsin Technical Institutes. Convention program activities are reported in Section II which summarizes the six topics discussed at the New Orleans convention. Program outlines of inservice workshops held in the vocational, technical, and adult education districts are offered in the area of improvement of instruction through awareness and motivation of students. (SB)

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MODIFYING REGULAR PROGRAMS AND DEVELOPING CURRICULUM MATERIALS FOR THE VOCATIONAL EDUCATION OF THE HANDICAPPED

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

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Roger H. Lambert, Co-Director
Lloyd W. Tindall, Co-Director
Betty Ross-Thomson, Program Associate
Kay Davis, Research Specialist

Progress Report 1975

Center for Studies in Vocational and Technical Education
University of Wisconsin-Madison

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PREFACE

The Center for Studies in Vocational and Technical Education at the University of Wisconsin-Madison has been heavily involved in providing instructional materials and conducting inservice education which is aimed at modifying regular programs to allow participation of handicapped students. The report presented here reflects those activities which were carried out over the past 12 months.

The project activities are comprehensive in nature; thus, they are having a major impact on the vocational system in Wisconsin. The free loan instructional materials collection represents a most extensive collection of materials specifically reviewed for use in programs of vocational education for the handicapped. The workshops in local technical institutes conveyed awareness of the needs of handicapped students and at the same time, presented techniques, methods, etc., which can be used by teachers. The film produced as a result of field activities has provided a visual presentation of what can be done when local programs are modified. Several publications geared to help teachers cope with students' various handicaps have assisted teachers in developing instructional modifications for the handicapped student in the regular classroom. Exhibits around the state and convention presentations at several state conventions and the American Vocational Association Convention have spread the word on the progress being made in modifying programs for the handicapped.

Although the job is not finished, much progress has been made and significant changes are taking place as a result of the activities of this project.

Roger H. Lambert
Associate Director
Center for Studies in Vocational and Technical Education
University of Wisconsin-Madison

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SECTION I - SUMMARY OF PROJECT ACTIVITIES

Summary of Project: The goal of the Handicapped Project has been to serve the VTAE Districts as they provide educational services to the handicapped. The project staff accomplished this goal by conducting workshops in the VTAE districts, collecting materials on handicapped and special education, exhibits and programs at state and national conventions, and by many consulting and advisory activities. The project has helped teachers, administrators, agencies, employers and parents of the handicapped students become more aware of the needs and capabilities of the handicapped and has helped teachers modify their programs to better serve handicapped students.

Assisting Agencies and Organizations:

Wisconsin Board of Vocational, Technical and Adult Education

Wisconsin Department of Public Instruction
- Bureau For Exceptional Children
- Bureau For Career and Manpower Development

Wisconsin Department of Health and Social Services
- Division of Vocational Rehabilitation State and District Offices
- Division of Mental Hygiene
- Bureau for the Blind, Division of DVR

Vocational, Technical and Adult Education Districts

Community Services Board System in Wisconsin

UW-Stout, UW-Eau Claire, UW-Oshkosh

Mendota and Winnebago Mental Health Institutes

Headwaters Regional Achievement Center-Rhinelander

CESA Districts

Wisconsin Service Bureau for the Deaf

Wisconsin Association of Retarded Citizens

Governor's Committee on Employment of the Handicapped

Wisconsin Public Schools
- Local Vocational Education Coordinators
- Special Education Coordinators
- Administrators and Teachers

District 916, White Bear Lake, Minnesota

Minnesota Instructional Materials Center

National Association of State Directors of Special Education

Wisconsin Employment Security Division

University of Wisconsin-Madison
- Department of Educational Administration
- Department of Behavioral Disabilities
- Center for Studies in Vocational and Technical Education
  - Policy Recommending Committee

Holiday House, Manitowoc, Wisconsin

Rehabilitation Center, Sheboygan, Wisconsin

Jewish Vocational Service

University of Minnesota
- Department of Educational Administration
- Department of Special Education

Rock County Rehabilitation Center

University of Wisconsin Extension

Wisconsin Public and Private Employers

University of Missouri
- Department of Counseling and Personnel Services

Camden County Vocational-Technical School, New Jersey

Anoka Area Vocational-Technical Institute, Anoka, Minnesota

Pinellas Vocational-Technical Institute, Florida

Wisconsin Department of Administration
- Project SKILL

Community College of Denver

Social Security Administration

INTRODUCTION

The project "Modifying Regular Programs and Developing Curriculum Materials for Vocational Education of the Handicapped" was funded for the period July 1, 1974, to June 30, 1975, by the Wisconsin State Board of Vocational, Technical and Adult Education through the Vocational Education Act of 1968.

The project activities were targeted to serve the VTAE Districts as they provide educational services for handicapped students. The handicapped are defined as those individuals with hearing, visual, physical, emotional, speech, mental and learning disabilities and those persons with drug and alcohol abuse problems and persons with correctional backgrounds.

PROJECT ACCOMPLISHMENTS

The current project on "Modifying Regular Programs and Developing Curriculum Materials for Vocational Education of the Handicapped" has been in operation for 18 months. During the past year the project staff has concentrated on five major areas of service and activities to help serve the VTAE Districts and cooperating agencies and organizations in Wisconsin: (1) workshops in VTAE Districts (see Section III, page 22), (2) collection of Materials for Handicapped and Special Education (see page 8), (3) publications for use in working with handicapped persons, (4) exhibits at State and National programs and conferences, and (5) consulting and advisory activities. Details of these areas follow.

(1) Workshops In VTAE Districts

Project staff conducted 10 workshops in the VTAE Districts during the 1974-1975 funding year on the acceptance and understanding of the potential of handicapped students and instructional techniques and development of programs to serve handicapped students. Over 1200 persons attended those workshops listed below.

Blackhawk VTAE District	August 26, 1974
Blackhawk VTAE District	November 13, 1974
District One VTAE District	January 6, 1975
Madison Area VTAE District	January 9, 1975
Waukesha VTAE District	January 10, 1975
Fox Valley VTAE District	January 21, 1975
Lakeshore VTAE District	March 11, 1975
Gateway VTAE District	April 15, 1975
Nicolet VTAE District	April 22, 1975
Southwest Wisconsin VTAE District	May 8, 1975

Not only were vocational educators present at the workshops, but also employers, parents of the handicapped, representatives of social service agencies and secondary teachers and administrators. The attendance of secondary educators encouraged interaction between secondary and post-secondary educators. The secondary teachers received information which will help them to direct handicapped students into programs and to develop programs of instruction which make sure that the students have the required minimum skills. The VTAE teachers became more aware of the capabilities of the special education students as they interacted with the secondary teachers. Parents of handicapped students who attended the workshops learned of services for handicapped persons. Employers who attended will help in the future placement of handicapped students once the training is completed. The workshops also encouraged interaction between agencies and the VTAE districts, a mandatory requirement when providing services to persons with handicaps. For example, at the Madison Area Technical College workshops, representatives were present from the Department of Public Instruction, State VTAE Board, Division of Vocational Rehabilitation, Developmental Disabilities Board, Wisconsin Association for Retarded Citizens, Wisconsin Service Bureau for the Deaf and the Governor's Committee for Employment of the Handicapped.

As evidenced from the evaluations, post-secondary teachers were encouraged by the workshops and positive in their response to the program. The following is a sampling of comments extracted from the evaluations which indicate the growth of awareness of the potential of handicapped students.

> *It is an enlightenment to become aware of what others have to undergo daily that we take for granted.* (Madison Area VTAE District)
>
> *Every speaker was interesting because I know so little about handicapped persons that any information enlarges my outlook.* Nicolet VTAE District)
>
> *Knowledge gained will be helpful in dealing with individuals with handicaps.* (Gateway VTAE District)

(2) Collection Materials for Handicapped and Special Education

The Vocational Materials Resource Center includes a collection of materials about handicapping conditions and special education. The materials are available on a free-loan basis and have been collected by project staff and bought through project monies. The distribution has been financed by the Department of Public Instruction. This project has collected and established one of the

best resource collections in the nation on vocational training of handicapped persons. The revised edition of the Bibliography of Free Loan Materials for Handicapped and Special Education includes over 1600 items. A coding system has been developed for ten areas of materials relative to vocational programs for handicapped individuals according to type of handicapping condition and specific vocational training areas. From July 4, 1974, to May 1975, approximately 850 items had been requested by Wisconsin educators. The goals of the collection are to assist in modification of curriculum so handicapped persons can be mainstreamed into the regular program, to provide information relative to existing national programs which would be of value in developing Wisconsin programs, and to provide curriculum materials specifically designed for use of handicapped students.

(3) Publications For Use In Working With Handicapped Persons

The project staff has developed the following publications during the project year.

1. Vocational Education Resource Materials, A Bibliography of Free Loan Loan Materials For Handicapped and Special Education. This item was published in July, 1974, and contained over 1200 free loan items. It was reprinted during the project year and the current issue contains over 1600 items. First Edition copies (1350) have been distributed.
2. Films and Other A-V Info, audio-visual materials dealing with the needs and capabilities of the handicapped. Over 900 copies of this publication printed in November 1974, have been distributed.
3. Just the Beginning (16mm color film), filmed in four Wisconsin VTAE Districts, highlights the kinds of academic and support services that are needed in order to successfully integrate handicapped students into the mainstream of vocational education.
4. Descriptive Report of Awareness and Modification of Programs for the Handicapped. 250 of these reports have been distributed.
5. Project Focus Workshop Highlights. The result of plans of 40 secondary vocational and 40 special education teachers who met for a week workshop to develop plans for a cooperative effort to provide vocational education for the handicapped. 300 copies have been distributed.
6. Vocational/Career Education Programs for Persons with Disabilities, a partial listing of national and Wisconsin VTAE district programs. Approximately 500 copies have been distributed at workshops and state organizational meetings.

A series of publications entitled "It's About Time the Needs and Capabilities of the Handicapped Came Out in the Open" will be available for distribution by September 1975. The seven publications detail emotional disturbance, hearing

impairment, learning disabilities, mental retardation, physical disabilities, speech and language disabilities and visual impairment.

(4) Exhibits at State and National Programs and Conferences

The project staff prepared a three-hour program for the Special Needs Division program at the American Vocational Convention in New Orleans (see Section II, page 10), December 1974, and a two-hour program on Special Needs at the 1975 WAVAE Convention in LaCrosse (see page 18). The staff also organized a breakfast meeting for development of a new Special Needs Division of WAVAE (see page 19). The new Special Needs organization is now in operation.

In addition to exhibits of materials and resources at the district VTAE workshops, the staff planned and conducted exhibits at the 9th Annual Special Education Conference in Oshkosh, February 14-15, 1975; Joint Convention of Wisconsin Association For Retarded Citizens and the Wisconsin Chapter of the American Association for Mental Deficiency in Wausau, April 17-19, 1975; Wisconsin Conference on Exceptional Children, LaCrosse, May 2-3, 1975; 1975 WAVAE Annual Convention, LaCrosse, May 1-2, 1975; and "The Mentally Handicapped Adult-Personnel Training" workshop, Green Lake, May 15-16, 1975. The exhibits have been widely accepted and several hundred persons have requested materials, bibliographies and resource materials for teaching handicapped students as a result of the exhibits.

(5) Consulting and Advisory Activities

The project staff has been asked by many individuals for services relating to instruction, materials and help in developing programs for handicapped students. Project members also serve in an advisory capacity to the Center Curriculum Project, Project COPE in Racine, Project EMR at UW-Stout and in other capacities as advisors to projects in the developmental stage which are to serve handicapped individuals. It is estimated that project workshops, exhibits, consulting and planning services and instructional material resources have served over 3200 persons during the past project year.

FUTURE DIRECTIONS

The VTAE districts are moving from an awareness stage in the development of programs for the handicapped to a stage of modification of programs for

handicapped students. The project will continue to help the VTAE districts as they make this transition. This essentially means a more concentrated type of workshop for VTAE teachers and more concentrated efforts at collecting and developing curriculum modification materials. Teachers, administrators, parents, employers, agencies and interested persons are becoming aware of the potential of vocational training for handicapped students and many are developing sophisticated programs and supportive services for the integration of handicapped students into vocational training programs and employment. The future goal of the project will be to provide continued service to the VTAE districts as they increase services to handicapped persons.

BIBLIOGRAPHY OF FREE LOAN MATERIALS FOR HANDICAPPED AND SPECIAL EDUCATION

The project staff has developed a bibliography, Vocational Education Resources Materials, A Bibliography of Free Loan Materials for Handicapped and Special Education, of the materials on handicapped and special education that have been collected during the past 18 months. Over 1600 items on Handicapped and Special Education are available on a free loan basis to teachers in Wisconsin.

Purpose of the Collection

The purpose of this collection of materials is to encourage and support curriculum development and instructional activities in vocational education through identification of resources and materials which may be of use to educators.

Areas of Handicap

Materials and resources exist in each of the following areas of handicap: 1) General Handicapped, 2) Visually Impaired, 3) Hearing Impaired, 4) Physically Handicapped, 5) Mentally Retarded, 6) Emotionally Disturbed, 7) Speech/Language Disability, 8) Learning Disabled, 9) Multiply Handicapped, 10) Chemically Dependent, and 11) Offenders/Correctional Institutions.

Contribution of Materials

Materials have been identified from throughout the United States. Materials collected as part of the on-going operation of the Center for Studies in Vocational and Technical Education have been included, as have many items contributed by various departments on the Madison campus and teachers throughout the state. You may wish to contribute items which you have developed in your school. If so, send them or the title and publisher to the Center for Studies in Vocational and Technical Education. Your suggestions are welcome, too.

Distribution of Bibliographies

Bibliographies are distributed free to vocational and other selected educators in Wisconsin. Persons out of state or others may purchase the bibliography. Bibliographies are available through LVECs and Special Education Coordinators at the secondary level and through the Learning Resource Centers and Division Chairmen at the post-secondary level.

Updates

Periodic updates of the bibliography will be made as materials are added to the collection. Updates will be by addenda until such time as printing of an entirely new bibliography is warranted.

"JUST THE BEGINNING"

A FILM ABOUT VOCATIONAL EDUCATION OF THE HANDICAPPED IN WISCONSIN TECHNICAL INSTITUTES

The film "Just the Beginning" was developed by the CENTER FOR STUDIES IN VOCATIONAL AND TECHNICAL EDUCATION, UNIVERSITY OF WISCONSIN-MADISON, and produced by WHA Communications Center, University of Wisconsin-Madison, with funds provided by the Wisconsin Board of Vocational, Technical and Adult Education.

The film script, filming locations and editing were undertaken and coordinated by Dr. Lloyd Tindall, Dr. Roger Lambert, Ms. Kay Davis and Ms. Ellen Fitzsimmons, Center staff involved in the project to modify vocational programs for the handicapped. There were four technical institutes and one state correctional institute cooperating in the filming: Blackhawk Technical Institute, Gateway Technical Institute, Madison Area Technical College, North Central Technical Institute and Moraine Park Technical Institute's program at Wisconsin Correctional Institute at Fox Lake.

The purpose of the film was to create interest and awareness of the vocational education needs of the handicapped. The film highlights the kinds of academic support services needed to integrate handicapped students into the mainstream of vocational education. The programs and services operate within the Wisconsin technical institutes and represent "just the beginning...," the beginning of an age when persons with disabilities will no longer be handicapped by the educational system.

The film is designed for use by technical institutes, secondary schools, state or local agencies and community groups to create an awareness of the 1) needs of the handicapped, 2) types of programs available for handicapped students, and 3) use in in-service meetings at the secondary or post-secondary level. The film should be of interest to teachers, administrators, counselors, LVECs, special educators, agency representatives, parents of the handicapped and community members in general.

Wisconsin residents may borrow the film free from the CENTER FOR STUDIES IN VOCATIONAL AND TECHNICAL EDUCATION, UNIVERSITY OF WISCONSIN-MADISON or a copy may be purchased for $100.00 by sending an agency purchase order to the Center. Out of state residents may rent the film for $20 for 5 days.

Order or rental address:
(Payment or agency purchase order must accompany order.)

Center for Studies in Vocational and Technical Education
University of Wisconsin-Madison
Box 49, 321 Old Education Building
Madison, WI 53706

AVA - New Orleans Convention Program
by
Center for Studies in Vocational and Technical Education
University of Wisconsin-Madison

Meeting Special Needs in Regular Programs

Monday, December 9
2:00 - 5:00 p.m. Integrating the Handicapped Into Regular Vocational Education Programs--A Total Systems Approach

CO-CHAIRMAN: Merle E. Strong, Roger H. Lambert
HOST: Harlan Klintworth
RECORDER: Preston Smeltzer

Topic I: Getting It All Together -- State, Community and Vocational-Technical School Cooperation in Meeting the Needs of the Handicapped

Speaker: Lloyd W. Tindall

Topic II: The Dynamic Duo - Special Education and Vocational Education Working Together

Speaker: Roger H. Lambert

Topic III: Help for the Harried Teacher -- Vocational Materials and Resources for Teaching the Handicapped

Speaker: Kay Davis

Topic IV: Vocational Vocabulary for the Hearing Impaired and Program for the Visually Impaired Adult

Speaker: Richard Roberts

Topic V: Integration of Handicapped Into the Regular Classroom Via Special Projects

Speaker: Claudia Bodway

Topic VI: Evaluating the Handicapped with a Mobile Evaluation Laboratory

Speaker: John C. Stroebel

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Topic I: "Getting It All Together -- State, Community and Vocational Technical School Cooperation in Meeting the Needs of the Handicapped."
Lloyd W. Tindall, Research Associate, Center for Studies in Vocational and Technical Education, University of Wisconsin, Madison

During the past year the Center has been involved in projects which are targeted to serve the Wisconsin Vocational, Technical and Adult Education Districts and secondary schools as they provide educational service to the handicapped. The services provided include workshops and seminars, nationwide retrieval of materials, development of modification and awareness materials, a film on the vocational education of the handicapped and the organization of existing state and community resources to help integrate the handicapped into the regular vocational education programs. The handicapped are defined as those persons with physical, mental, hearing, visual, speech, emotional and learning disabilities and, of course, an infinite number of combinations of the seven areas.

In order to accomplish the task of serving the handicapped, two major areas of knowledge need to be developed. The first area is the awareness of the needs and characteristics of the handicapped. The second area, and an area which can only be successful after the first area is accepted, is the modification of actual programs to accept handicapped individuals into the regular

classroom. Our states and local communities contain a wealth of awareness knowledge. Those possessing such awareness knowledge of the needs and characteristics of the handicapped are personnel in Departments of Public Instruction, State Vocational, Technical and Adult Education Departments, university specialists in disability areas, special education teachers and an almost innumerable number of agency personnel. This wealth of information must be transferred to vocational administrators, teachers, board members, employers and interested community members. The vocational educators and employers must in return transfer their knowledge of the capabilities of vocational education to train persons for employability skills. A two-way awareness must be accomplished before the door is open to modification of programs.

Successful delivery of services to the handicapped means bringing together awareness information from the many sources, receiving acceptance from those to be involved in educating and employing the handicapped, and a cooperative effort of many state and local resources to develop and modify programs for handicapped persons. Communications must be established and maintained among the many persons currently working with the handicapped. The progress of opening up channels of communication is continuous. Leadership to organize available resources is needed. We don't have time to wait until all modifications are known or someone else does a lot of testing. There is enough information available to start educating the handicapped now. Start awareness and modification programs for those who will be giving vocational education to the handicapped, and share your experiences with others. The handicapped will appreciate your efforts.

Topic II: "The Dynamic Duo - Special Education and Vocational Education Working Together."

Roger H. Lambert, Associate Director, Center for Studies in Vocational and Technical Education, University of Wisconsin, Madison

Special educators and vocational educators can work together in a dynamic way to provide vocational education to special needs students. In 1973, a new Wisconsin Law, Chapter 89, was enacted to insure the identification of needs of handicapped students and the development of programs to serve these needs. To assist local districts in providing vocational programs on the secondary level, the Wisconsin Department of Public Instruction, in cooperation with the Center for Studies in Vocational and Technical Education developed a workshop for teams of special and vocational educators who learned that by working together with jointly developed goals, they can best help handicapped students.

Workshop participants met in task groups to make recommendations for curriculum modifications, ways to enlist community involvement and support, improved work placement programs, efficient delivery systems and education programs to insure cooperation of staff. Then task groups broke down to local teams to design a plan of action tailored to local problems.

What Kind of Recommendations were Made?

Handicapped students may need an individual, prescriptive type program designed by the special educator, vocational educator and the student. Curriculum must be directed toward employable skills useable on the local employment scene. Special and vocational educators need time to work together to cooperatively plan, evaluate, coordinate and modify instructional material. Community interaction gains support for local programs, opens up ways of obtaining assistance with local problems, and develops positive attitudes toward handicapped among employers and work placements. In-service education for all teachers

can develop a commitment to special needs students. Administrative support, both attitudinal and financial, is vital. Vocational and special educators can take the lead in developing the in-school and community cooperation necessary to provide vocational education to all students.

Topic III: "Help for the Harried Teacher -- Vocational Materials and Resources for Teaching the Handicapped."
Kay Davis, Research Specialist, Center for Studies in Vocational and Technical Education, University of Wisconsin, Madison.

Today's vocational teachers have every reason to be harried, frustrated and tired. The composition of each teacher's class will probably be slightly different than years previous--a hearing impaired student, a physically or mentally handicapped student may be one of his students.

On the whole teachers are not prepared to cope with this type of student. They have neither been trained nor have had the experience by exposure to work with this type of student. They do not have, and have not had the time in the past, to develop their own instructional materials geared to different learning capabilities. And the vocational evaluation needed to know what kind of adjustments may be required are not necessarily always on hand when needed.

The Center for Studies in Vocational and Technical Education, University of Wisconsin-Madison, has been providing some of the needed help through in-service programs and the establishment of a Vocational Materials Resource Center. In-service programs which were held in 12 Wisconsin Vocational, Technical and Adult Education Districts have aided in dispelling many of the misconceptions held about the capabilities of the handicapped. The Vocational Materials Resource Center is offering a free loan service to Wisconsin vocational teachers. The collection is composed of state and national program descriptions, curriculums, and instructional aids. Wisconsin teachers are able to look at other teachers' and states' efforts in modifying curriculum before they begin creating their own.

Topic IV: "Vocational Vocabulary for the Hearing Impaired and Program for the Visually Impaired Adult."
Richard Roberts, Administrator, Community Services

The North Central Technical Institute's (NCTI) Program for Hearing Impaired Adults has as its primary objective the "mainstreaming" of the deaf into on-going occupational training programs. Limited vocational vocabulary on the part of the students indicated the need for the development of instructional materials to improve the vocabulary abilities of the deaf. In addition, signs were non-existent in many of the instructional areas. As a result, NCTI has developed 8mm silent loop films in thirteen occupational areas, each film consisting of about 100 words, common to that instructional area. Each film shows the sign and the printed word along with the equipment being identified. A student workbook has been developed to accompany the films. Films have been developed in the following areas: Printing, keypunch, account-clerk, autobody, math, drafting, nurse aide, business machines, blueprint reading, machine tool, filing, and sewing.

NCTI's Program for the Visually Impaired Adults was started at the request of the Wisconsin Division of Vocational Rehabilitation (DVR) to provide pre-vocational education services to the blind. This program provides instruction in the areas of orientation and mobility, personal and home management, communications and work adjustment services. Students are referred by DVR on an open entry-open exit basis and are at NCTI approximately sixteen weeks. After completing the pre-vocational phase, the visually impaired students enter occupational training programs, attend other institutions of higher education, obtain employment or return to some other planned program.

Topic V: "Integration of Handicapped into the Regular Classroom Via Special Projects."
Claudia Bodway, Vocational Psychologist, Mid-State Technical Institute, Wisconsin Rapids, Wisconsin

Handicapped adults who have had a history of negative experiences or who have been sheltered, cannot be expected to function successfully in traditional classroom settings. Special projects or programs are designed to meet the needs of individuals who are handicapped mentally, emotionally or physically, particularly those who could benefit occupationally by pre-vocational or modified vocational programs.

Such programs are designed to provide the opportunity for handicapped persons to develop socially, mentally and emotionally. Employment is the goal, as well as some level of independence. Through these programs, students receive instruction in personal development, experience in interpersonal relationships, introduction to the world of work, training in pre-employment and independent living skills, as well as some instruction in basic education.

Particularly important to handicapped individuals is their psychological development. This includes the realistic acceptance of their handicaps, development of a sense of responsibility, changing negative attitudes, goal planning and decision making.

Success in regular classrooms is dependent upon the development of skills learned prior to entering the classroom, together with behavior changes, realistic career choices, acceptance by classmates and the understanding of instructors. Assurance that support is readily available is a necessary factor.

It is not important that handicapped persons complete a vocational program, although this could be a goal. What is important is that they be given the chance to develop their potential to the fullest and to meet one of the main objectives of vocational education - that of becoming gainfully employed.

Topic VI: "Evaluating the Handicapped with a Mobile Evaluation Laboratory."
John C. Stroebel, Administrator, Student Services, Southwest Wisconsin Vocational - Technical Institute, Fennimore, Wisconsin

The Mobile Assessment Center (MAC) is a 28-foot mobile unit that travels to various locations in Southwest Wisconsin providing rehabilitation and testing services not previously available. MAC specializes in vocational evaluation which is determining a realistic vocational goal by measuring vocational interests and abilities. The evaluation tools used by MAC include: 1) standardized psychometric testing; 2) standardized and locally developed work samples; and 3) career education materials.

Clients are referred to MAC through various agencies throughout the Southwest Wisconsin area. Agencies including Community Action, Department of Social Services, Mental Health Clinics, Division of Vocational Rehabilitation and local high school counselors provide the referrals. Clients are then interviewed and given psychometric testing by the master-degreed evaluator and the school psychologist. A plan of attack is agreed upon and appropriate work samples are given.

After one to five days of work sample testing, the evaluator compiles data and produces a detailed written report to be evaluated by the school psychologist and supplied to the referring agency. The client is then informed as to the results. Alternatives to career preparation are discussed. Extensive career information is contained within MAC in the form of television tapes, film strips and printed literature. Clients then study career alternatives utilizing these materials.

The work samples give a "hands on" experience in many vocational areas while providing an opportunity to evaluate abilities and interests in those areas. MAC utilizes the Singer Evaluation System, the JEVS Work Sample Battery and locally developed work samples.

The mobile unit travels to various locations in Southwest Wisconsin bringing the evaluation services to the people. It is usually set up at local, public facilities. The center is accessable to people in wheelchairs.

THINGS WHICH WORK IN TEACHING HANDICAPPED INDIVIDUALS

Friday, May 2, 1975

9:30 - 11:30 a.m.

108 Coleman Building
Western Wisconsin Technical Institute
LaCrosse, Wisconsin

Sponsored by
The Center for Studies in Vocational and Technical Education
University of Wisconsin-Madison

Chairperson: Dr. Lloyd W. Tindall, Center for Studies in Vocational and Technical Education, University of Wisconsin-Madison

Presenters: Patricia M. Callahan, Placement and Follow-Up Specialist, Moraine Park Technical Institute

Philip Malin, Coach, Handicapped Project, Western Wisconsin Technical Institute

Dr. Orville Nelson, Center for Vocational, Technical and Adult Education, University of Wisconsin-Stout

Rose Nelson, Home Economics Coordinator, Nicolet College and Technical Institute

Albert Pitts, Director, Vocational Education/Practical Arts, Unified School District Number 1, Racine

Dave Reisinger, Vocational Coordinator, Riverview School, Manitowoc

Kay Davis, Research Specialist, Center for Studies in Vocational and Technical Education, University of Wisconsin-Madison

Dr. Betty Ross-Thomson, Research Associate, Center for Studies in Vocational and Technical Education, University of Wisconsin-Madison

ORGANIZATIONAL MEETING
of the
WISCONSIN ASSOCIATION OF VOCATIONAL EDUCATION SPECIAL NEEDS PERSONNEL

May 2, 1975

Holiday Inn, LaCrosse, Wisconsin

Chairperson: Dr. Lloyd W. Tindall, Research Associate, Center For Studies in Vocational and Technical Education, University of Wisconsin-Madison

Recorder: Kay Davis, Research Specialist, Center For Studies in Vocational and Technical Education, University of Wisconsin-Madison

Presenters: Dr. Robert J. Brock, Vocational Rehabilitation In Manpower Services, University of Wisconsin-Stout

Harlan Klintworth, Consultant, Special Projects, Wisconsin Board of Vocational-Technical and Adult Education.

Preston Smeltzer, Consultant, Special Needs, Bureau For Career and Manpower Development, Division For Instructional Services, Wisconsin Department of Public Instruction

Topic: What Do I Expect From The New Special Needs Organization

Presentation of the Proposed Constitution and Vote on Adoption

Election of Officers

President to serve the 1975-1976 year term.
President-Elect to serve the 1975-1976 year term.

Election of Board Members

Three Board Members to serve for a two-year term (1975-1977)
Two Board Members to serve for a one-year term (1975-1976)

Adjournment

NINTH ANNUAL CONFERENCE

EDUCATIONAL MANAGEMENT OF EXCEPTIONAL CHILDREN

February 14-15, 1975

Sponsored by
The College of Continuing Education
University of Wisconsin-Oshkosh

Betty Ross-Thomson responded to a request to chair a sectional meeting on Friday morning, February 14, on vocational preparation of special education students. A panel of five persons were invited to participate in this sectional entitled "Marriage Is In Style: Special Education and Vocational Education Do Unite." The panelists were Dr. Lloyd Tindall, Co-Director of the Center for Studies in Vocational and Technical Education Handicapped Program; Ms. Kay Davis, Project Assistant for Studies in Vocational and Technical Education; Mr. Al Pitts, Director, Vocational Education, Unified School District No. 1, Racine; Mrs. Donna Barootian, Supervisor, Exceptional Education, Unified School District No. 1, Racine; and Mrs. Sue Richter, Special Educator, East High School, Madison.

Dr. Tindall presented a summary of the historical trends of work preparation for handicapped persons. He reviewed the expanded efforts vocational educators have made in response to the 1968 Amendments of the 1963 Vocational Education Act which require that 10% of the Federal monies received by each state must be spent to provide vocational/technical educational opportunities for persons with handicapping conditions. In addition, Dr. Tindall described the Center for Studies in Vocational and Technical Education projects which are charged with making vocational educators and administrators more aware of the needs of handicapped persons and how programs, materials or equipment, and environment can be modified in order to provide services to handicapped students.

Ms. Davis' mediated presentation introduced the Handicapped and Special Education section of the Resource Materials Center, established to provide instructional information and assistance to the vocational educators initiating or expanding programs for handicapped students. She announced the Resource Center staff was manning a booth in the exhibit area and invited the audience to visit this exhibit for additional information.

Both Mr. Pitts and Mrs. Barootian addressed their remarks to the rationale for the development and implementation of Project COPE: Careers, Occupations, Preparation, Employment (for the handicapped). Mr. Pitts discussed the need for

vocational educators to become more cognizant of the ways in which they can collaborate with special educators to provide competency programs which will help the handicapped student successfully cope with life as a learner, consumer, wage earner, and responsible citizen in the community. After Mr. Pitts' review of the initial planning and cooperative efforts, Mrs. Barootian then presented a progress report of this expanding program, the number of students who have been included and their progress, and the on-going self-evaluation of COPE and the projected program needs for serving more handicapped students in the area.

Mrs. Richter reported on the cooperative efforts between special educators and vocational educators in one of the Madison schools. The initial efforts of their first year of joint operation have already opened several vocational programs to special education students. These students, many of whom previously experienced rejection and failure, have blossomed in this normalization process and many have proved themselves capable of moving into the mainstream. The success of this cooperative program is already apparent and additional educators have asked to affiliate with the expanding program plans for the next academic year.

Although no formal evaluation was made of this sectional meeting, the comments of the conference sponsors are most encouraging. The sectional had a standing room only audience of 217 persons. The conference registrants' evaluation forms indicate many requests for an expansion of the topic--vocational training opportunities and placement for special students. The comments of the sectional attendees as they left the meeting room and as they visited with our staff at the exhibit, the requests for 175+ Handicapped and Special Education Bibliographies of Resource Center materials, and the continuing steady flow of material to borrowers who are vitally concerned with the vocational opportunities for students with exceptional education needs, leads us to consider this a most successful effort.

SECTION III

SUMMARY OF

WORKSHOPS HELD IN THE VOCATIONAL, TECHNICAL

AND ADULT EDUCATION DISTRICTS

VTAE District	Date	Attendance	Page No.
Blackhawk VTAE District	August 26, 1974	200	23
Blackhawk VTAE District	November 13, 1974	15	25
District One VTAE District	January 6, 1975	90	26
Madison Area VTAE District	January 9, 1975	60	34
Waukesha County VTAE District	January 10, 1975	87	41
Fox Valley VTAE District	January 21, 1975	270	42
Lakeshore VTAE District	March 11, 1975	64	49
Gateway VTAE District	April 15, 1975	79	55
Nicolet VTAE District	April 22, 1975	25	59
Southwest VTAE District	May 8, 1975	49	65

IN-SERVICE PROGRAM

IMPROVEMENT OF INSTRUCTION

THROUGH

AWARENESS AND MOTIVATION

OF

STUDENTS

August 26-30, 1974

BLACKHAWK TECH

serving

23 Rock and Green Counties

ALL STAFF IN-SERVICE PROGRAM

August 26 to August 30, 1974

Monday, August 26, 1974	Blackhawk Tech - Beloit Campus Second Floor Auditorium All Instructional Staff
	Harry Olsen, Chairman Administrator, Instructional Services
8:15 a.m.	WELCOME
	O.L. Johnson District Director
8:30 a.m.	Student Services - Enrollment and Recruitment Programs of Counseling, Guidance, Advisement
	Phillip Waller Administrator, Student Services
10:00 a.m.	Coffee Break
10:30 a.m.	Kenneth Haagensen Director of State Chamber of Commerce
	"Communication - Are We Getting Through to People?"
12:00	LUNCHEON - Compliments of the Blackhawk Technical Institute Board
1:15 p.m.	Kay Davis, Research Consultant Handicap Projects Center for Vocational Studies University of Wisconsin
1:15 p.m.	"Teacher Awareness of Handicapped Student Needs"
2:00 p.m.	Break - 15 minutes
2:15 p.m.	James Bensen, Director Industrial Arts Education Stout State University
	"Motivation - Concepts of Motivation and the Influence It Has" and "The Role of the Teacher in Motivation"
3:45 p.m.	General Announcements and Adjournment

AUDITORY LEARNING FOR THE SPECIAL NEEDS STUDENT

Beloit Community Service Center
November 13, 1974
2:00-4:00 P. M.

Sponsored jointly by Blackhawk VTAE District and the Center for Studies in Vocational and Technical Education, UW-Madison

Presenter: Kay Davis, Research Specialist, Center for Studies in Vocational and Technical Education, UW-Madison

Just the Beginning, filmed in 4 VTAE districts, describes the programs and supportive services needed by handicapped students to ensure successful completion of training and placement

"Instructional Modifications for Classroom Teachers when Working with the Visually Impaired Student"

"Auditory Learning Possibilities for Various Types of Special Needs Students"

Display of Instructional Materials

Question and Answer Period

THE STUDENT WITH SPECIAL NEEDS -- WHAT CAN I DO?

Sectional Meeting
(10:00 - 11:15) (12:30 - 1:45) (2:15 - 3:30)
Teachers' Inservice
District 1 Technical Institute-Eau Claire
Jaunuary 6, 1975

Sponsored jointly by District 1 Technical Institute-Eau Claire and the Center for Studies in Vocational and Technical Education, UW-Madison

Panel Discussion:

"What is a Special Needs Person?"
Connie Bohns, Resource Teacher, SERVE Program, #916 Vo-Tech Center, 3300 Century Avenue North, White Bear Lake, Minnesota

"Case Studies" or "I remember..."
Carl Brice, Student Services Administrator, Madison Area Technical College, 211 North Carroll Street, Madison, WI

"Principles for Instructors"
Alice Zwiefelhofer, Learning Disabilities Counselor, Board of Education, 1222 Mappa Street, Eau Claire, WI

"Materials Geared for Your Students"
Margaret Winimacki, Development Specialist, Materials Development Center, Department of Rehabilitation and Manpower Services, University of Wisconsin-Stout, Menomonie, WI

"How Important is Vocational Education--a Look at National and State Trends"
Bernard Holler, Professor, Special Education Department, University of Wisconsin-Eau Claire, Eau Claire, WI

"Trends in Eau Claire"
Bob Rau, Special Education Instructor, North High School, Eau Claire, WI

Group Discussion

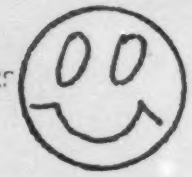
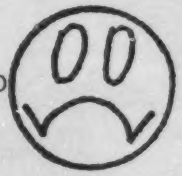
January 31, 1975

TO: Staff of District 1 Technical Institute

SUBJECT: Inservice Program, "The Student with Special Needs - What Can I Do?", January 6, 1975

By thinking back to the inservice session on special needs students where a panel of five presented ideas and experiences with special needs students, would you respond to the two questions below.

1. Which of the following figures represents your general reaction to the inservice program? (indicate by circling)

YES  LIKED ? NOT SURE NO  DIDN'T LIKE

2. What specific types of information would you have liked to have spent more time on?

_____

_____

_____

_____

_____

Please return to Jan Eidem in Room 102.

REPORT OF SURVEY
STAFF REACTION TO IN-SERVICE PROGRAM

"The Student with Special Needs-What Can I Do?"
Held January 6, 1975

Fifty-two (58%) of approximately 90 faculty members who attended this in-service session saw fit to complete and return the very simple questionnaire (see attached survey instrument). Insofar as the responses would be indicative of all who attended (the rate of return would leave some question as to reliability), the impact of this portion of the in-service program is unclear.

The tabulation of responses to the first question, "Which of the following figures represents your general reaction to the in-service program." is as follows:

General Reaction	No.	Percent
Liked	25	48
Didn't Like	15	29
Not Sure	12	23
TOTAL	52	100

The second (and final) question asked, "What specific types of information would you have liked to have spent more time on?" Anticipated response to this item was assumed to be optional and 47 of the 52 respondents gave one or more suggestions. These suggestions are as follows:

COMMENTS
In-Service Program

2. What specific types of information would you have liked to have spent more time on?

Short term courses (9 weeks in length). Some terminal in 9 weeks.

How to grade these students--grades or progress? Shouldn't these students be able to progress at their own rate rather than the same as normal students. The panel dealt more on "understanding" them rather than "how to teach them". I'm very interested in students with special needs and would like more information on how to help them, especially if they are to attend classes with normal students.

Individualized instruction.

I thought the session had good intentions, but possibly was mostly oriented toward people that work directly with the special needs student.

The Sister and the teacher from North High School were excellent. Felt we could have learned more from them.

More info on student needs, not panel's life history, and funny experiences. How students react to needs, etc.

Lab problems of handicapped--special needs.

I thought the in-service program was one of the best we have ever had. Enough time was spent on each group.

Didn't really care about their background. The young girl from Minnesota didn't have any experiences to share. Would have preferred to know how they can be absorbed in our programs without special aides and tutors.

The discussion as a whole was too general in nature. However, the theme or purpose was good. I felt that we were being reminded to "humanize" not "mechanize". I particularly enjoyed the presentation of Sister Alice (if that is the correct name). I would like to hear more from her. Apart from this, could the general sessions be shorter, lasting less than the entire day, to allow more time for individual teacher preparation.

Mastery Learning at the Technical Institute Level (practical application) Student with Special Needs - Spend more time on how we can do what we were recommended to do: e.g., teach children how to seek advice; teach children sense of humor; teach children to direct anger. How do the experts recommend this done on the post-high school level.

More on how to help those kids in our classes.

Counseling problems in class situations that experienced teachers and counselors can discuss.

2. COMMENTS, Continued

What teachers can do to keep students in school. Not race relations.

The panel was interesting, but I do not know how what they had to say applied to the teachers at District 1.

I felt that too much time was spent on introductions and more time might have been spent in speaking about specific cases within the classroom and how they are to be dealt with--the "broad view" we as teachers should hold of the "special student" or "student with special needs" was clearly emphasized. I would have appreciated more "specifics" related to particular areas--if that is possible.

Panel identified the student, but did not, generally, furnish any information of value on how to instruct the student. Less time on backgrounds of panelists. Generally, their backgrounds did not indicate they were overly qualified in this area.

How to motivate the student with special needs and develop a better self concept.

I liked the program, however, because of the nature of radiologic technology and its direct affect on the patient and his welfare. It is not an area where people with special needs could be used effectively or safely.

Meeting psychological needs of students.

How to handle weak students. How can we tell if they are lazy, have mental blocks, tense because of out of school problems, and what can be done to help them. Dismissing students is not a good policy.

It was an interesting program but entirely outside any application to me. I do not have any retarded persons in my program nor am I ever likely to.

One person dominated the panel and no time was left for questions which can be the most valuable part of a panel of experts. There were some good points made, however, perhaps more information on our role as teachers in situations like that--are we to be counselors, too?

Sorry, didn't have time to attend! Heard good comments though.

The method of presentation used for in-service was good. Three presentations presented three times so all staff could be involved. The panel of five were excellent. Different background, approaches, all helped me (and other I trust) have better insight for special ed. students and programs.

Most of us had already heard this story many times in course work and in professional magazines...I think that it would have been much more worthwhile to have gotten right down to work on problems that confront us. Less theory, more realism, work on packages, etc. Would have been much more meaningful.

I can't remember what was said. Too much personal biography. No time for subject. Question qualifications of new graduate in the field.

2. COMMENTS, Continued

Implement some of the ideas presented. Expand Study Skills Center to do some things we talk about--tutoring center for all students, e.g., science area. Awareness of what "is" going on for counselors, etc.

The presentation was interesting. However, I guess I was looking for something of special class. As I review the session I feel they were saying "be aware" of student that you now have who have special problem. Problem-with the number of students that are contacted in a typical day, it is difficult to determine the possible problems and even more difficult to find the time needed to work with them.

Testimonials from "special needs" students as to what makes a "good" teacher/counselor, etc. What makes a good teacher different--what does he/she (good) teacher do differently.

Very informative and most worthwhile.

But only that session--not the other two.

More specialized as per each individuals field of instruction, such as business department, automotive, electrical, health (x-ray and practical nurses), etc.

It may have ended "dead end" and hence needed direction at the end or afterwards.

More info on learning disabled.

This was a good presentation; however, it was not necessarily applicable to many of our teaching situations.

Communication between divisions--loosely structured don't expect everyone to meet with everyone else in smaller groups--like English Department meet informally with same number of instructions in T & I.

Course construction; A.V. materials and how to use them; behavioral objectives; grading procedures, ABC vs. Pass-Fail; preparation and administering of tests.

Not sure panel knew what student with special needs were. Would like to have it applied to students at our school.

Objectives were unclear--somewhat negative. Did this mean retarded, slow learners, or simply the student needing attention? More of "my experience has been" instead of "I think you should do this", etc. Suggest being more specific for voc-tech school.

Can't remember any vital information-they gave question how much they really knew about subject.

1. Too much time spent on introductions.
2. Too little specific info.
3. Too many speakers for the time allotted.
4. Each had a very different definition of handicapped.
5. Too broad a topic--be specific for voc-tech.

2. COMMENTS, Continued

I teach tech. course and we don't have students ot that special need. It was interesting. Would like to have one day a year set aside to interview each of my students and have a private talk with each of them. He gets to know me better and I get to know him better.

Techniques of handling mentally disturbed, slow learner.

1. Would like to see one day or more devoted to "inter-program orientation", that is, all drafting instructors be scheduled throughout the day to meet with comm. skills, math, physics, etc. Instructors in small groups for the purpose of discussing specific curriculum concerns. We have made some efforts in this direction, but it seems that the groups are always too large for "action" communication.

2. List a number of concerns, say 15, and divide total faculty about equally to discuss these concerns, evaluate input, etc., and out of this discussion list a few recommendations that would improve these concerns. Have a follow-up report sometime later by the appropriate personnel as to what action may or may not be considered or taken. You could also rotate groups so a given group might have an opportunity to get involved in a couple different discussion topics. I think such an approach might take some pressure off the academic affairs committee. In fact, it might be better if the committee itself set up the mechanics, etc. for such an in-service program. We could schedule four, one-hour disucssion blocks during the morning and two, one-hour blocks after lunch for reporting recommendations.

RECOMMENDATIONS FOR EXPANDING AND/OR IMPROVING THE SPECIAL NEEDS PROGRAM BEING DEVELOPED AT DISTRICT 1 TECHNICAL INSTITUTE - EAU CLAIRE

Submitted by: Carl Brice
Connie Bohn
Bernard Holler
Bob Rau
Alice Zwiefelhofer

The panelists who participated in the Special Needs Session, January 6, 1975, would like to make the following recommendations formulated after meeting and discussing with District 1 staff vocational-technical education for special needs students.

(1) All teachers and paraprofessionals at District 1 dealing directly with special needs students should have a set time to discuss as a group successes, problems and possible solutions. It would serve as a time to vent feelings and to develop rapport and sense of common purpose among the VTAE staff.

(2) Methods of evaluating special needs students in non-traditional ways should be explored.

(3) The classroom teacher working with the special needs student needs to be encouraged to seek assistance from other professionals.

(4) When expanding the program, the ratio of paraprofessionals and professionals to special needs students should remain at the present optimum level.

(5) Special education teachers from high school districts served by District 1 need to meet with District 1 teachers who will be working with the special needs students to discuss skills and training required before entering the vocational-technical institute.

(6) An "open house" or orientation session at District 1 for special education students, and their parents if interested, sometime in the junior year of high school would be desireable.

(7) As a result of interaction between secondary and vocational-technical school staff, special education students in the senior year should be assisted in making plans regarding attendance and choice of courses at District 1 Technical Institute, if this is their choice for continuing education.

PREPARING FOR THE HANDICAPPED
Thursday, January 9, 1975
Madison Area Technical College

Sponsored by the Center for Studies in Vocational and Technical Education - University of Wisconsin - Madison and Madison Area Technical College.

8:30 a.m. and 1:00 p.m. — Welcome

Morning — Phyllis Schwebke, Teacher Coordinator, Home Economics, Madison Area Technical College

Afternoon — Richard Virtue, Teacher, Auto Mechanics, Madison Area Technical College

Purpose of Seminar — Dr. Lloyd W. Tindall, Research Associate, Center for Studies in Vocational and Technical Education, University of Wisconsin - Madison

8:40 a.m. and 1:10 p.m. — Who are MATC's Present and Potential Handicapped Students?

--Ed Colbert, Coordinator of Vocational Education, Madison Public Schools

--Richard Hunt, Counselor, Bureau for the Blind, Division of Department of Vocational Rehabilitation

--Harlan Klintworth, Vocational Education Consultant, Special Projects Wisconsin Board of Vocational, Technical and Adult Education

--Dr. Jesse Nixon, Program Director of Dane County 5142 Board

--Preston Smeltzer, Consultant Special Needs, Bureau for Career and Manpower Development, Division for Instructional Services, Wisconsin Department of Public Instruction

--Rodney Van Deventer, District Administrator, Madison District of Vocational Rehabilitation

--Jayn Wittenmyer, Assistant Executive Director for Special Services, Wisconsin Association for Retarded Citizens

--Cheryl Reese, Assistant to the Director, Wisconsin Service Bureau for the Deaf

9:40 a.m. and 2:10 p.m. — How Do I Adapt My Curriculum to the Handicapped?

Programs for the Visual and Hearing Impaired, Alvin Klug, Academic Coordinator, North Central Technical Institute, Wausau, Wisconsin

10:00 a.m. and 1:30 p.m.	Break
10:15 a.m. and 1:45 p.m.	Materials for Teaching the Handicapped, Kay Davis, Research Specialist, Center for Studies in Vocational and Technical Education, University of Wisconsin - Madison.
10:30 a.m. and 3:00 p.m.	How the Handicapped Learn, Dr. Betty Ross Thomson, Research Associate, Center for Studies in Vocational and Technical Education, University of Wisconsin - Madison.
10:45 a.m. and 3:15 p.m.	What Facility Adaptations are Needed for the Handicapped? --Mary Ann Cook, Executive Secretary, Governor's Committee on Employment of the Handicapped --Michael Falconer, Madison Citizens Advisory Commission on Physical Disabilities and MOBIL, Madison Organization Behind Independent Living; Project Associate, Psychology Department, University of Wisconsin - Madison.

PREPARING FOR THE HANDICAPPED

Thursday, January 9, 1975

Madison Area Technical College

Sponsored by:

Madison Area Technical College
and
The Center for Studies in Vocational and Technical Education
University of Wisconsin-Madison

Completing evaluation: 20

Teachers:	13	Student Services:	1
Administrators:	3	Not Identified:	1
Coordinators:	2		

I. Which areas were the most useful to you?

a.	All areas	2 responses
b.	None were useful but all were informational	1 response
c.	Didn't attend them all, so can't say	1 response
d.	Increasing awareness of things being done in other areas for handicapped persons	1 response
e.	Needs of the handicapped	1 response
f.	Problems of the handicapped	1 response
g.	Resource areas available if needed--legislation information	1 response
h.	What Facility Adaptations are Needed for the Handicapped?--Mary Ann Cook and Michael Falconer	7 responses
i.	Panel of agency representatives	3 responses
j.	How the Handicapped Learn--Dr. Betty Ross-Thomson	2 responses
k.	Programs for the Visual and Hearing Impaired--Alvin Klug	3 responses
l.	Materials for Teaching the Handicapped--Kay Davis	2 responses
m.	Additional comments:	

-The Cook-Falconer presentation and the Klug slide show gave food for thought
-Facility adaptations--could have spent more time on this
-The presentations by Kay Davis and Dr. Thomson had the most direct application to my needs

II. Which areas did you dislike or think should have been altered? Why?

a.	None	6 responses
b.	No answer	4 responses
c.	Too tight a schedule--too much planned for time available	3 responses

d. Alvin Klug's presentation, Programs for the Visual and Hearing Impaired, needed editing and a clean introduction as to how it related to our school and our students — 1 response
e. Dr. Thomson needed more time — 2 responses
f. It was difficult and confusing to separate all the represented agencies' responsibilities and services — 1 response
g. The Tech Center and Main Center should get together so that the presentations could have been all day for those who wanted to attend — 1 response
h. The motivation session should have been eliminated and included as a separate topic for another day — 1 response
i. Introduction and explanation of various state, federal, and local groups was not at our level — 1 response
j. More time could have been spent on last two subjects — 1 response
k. Discussion on teaching methods was a total waste of time--no useful information was conveyed — 1 response
l. More time could be spent on materials for teaching — 1 response
m. Lack in more detail would be good — 1 response
n. More should have been in attendance--hate to require attendance but may be... — 1 response
o. Lack of time for discussion or questions and answers — 1 response
p. All was worthwhile; I was impressed — 1 response
q. I dislike the directions to us from Mr. Smeltzer on how we as teachers should be servicing the handicapped. It should have been directed to the administration as well, for we alone cannot make these vital changes. I have been very vocal on this same subject (the slow learner) and the unprepared, but the administration has been unable to solve this in cooperation with the staff — 1 response

III. Do you think additional seminars on the handicapped would be valuable?

a. Yes — 19 responses
b. No answer — 1 response
c. Additional comments:
-They should be directed to a particular subject area with a comprehensive list handed out on resources already available
-It should start teachers thinking of how their courses might be adapted for handicaps of various kinds
-I would like to have everyone hear what we heard
-I think all teachers should attend one session
-Especially the emotionally handicapped
-I was disappointed in the attendance--would anyone come if we planned additional seminars?
-One on the slow learner and the educable mentally retarded
-Especially on design features of facilities relative to handicapped persons
-More time should be provided to absorb all the information
-It is an enlightenment to become aware of what others have to undergo daily that we take so for granted
-Periodically as reminders for us all to key into the handicapped

IV. What are your suggestions for future seminars as to format, subject areas, resource persons and consultants?

a.	No answer	4 responses
b.	Detailed handouts	1 response
c.	Interaction between speakers and participants (questions and answers)	4 responses
d.	Directed only at the vocational school level, not grade school or high school	1 response
e.	T.V. series to acquaint the general public with problems, possibilities, potential employees and fellow workers	1 response
f.	Dr. Thomson--more in detail with slides as she suggested	1 response
g.	Same kind of subject areas but try not to cover so much at one time	2 responses
h.	Specific ideas and suggestions about areas in which handicapped have trouble in our school--handicapped persons would have some good input here	2 responses
i.	How to recognize and help the student with drug problems	1 response
j.	Motivation	1 response
k.	The Metric System	1 response
l.	Individual Learning--how much, where, etc., at M.A.T.C.	1 response
m.	Information on how to adapt regular classrooms and labs for use by handicapped persons	1 response
n.	Safety education emphasizing shop and school safety	1 response
o.	One topic at a time in more depth	1 response
p.	How can certain handicapped people be enrolled in regular programs so as to not call attention to their handicap	1 response
q.	Fewer resource persons	1 response

V. Please note any specific needs of the handicapped that are not adequately met in this community.

a.	No answer	12 responses
b.	Vocational Education teachers are not told about students with specific learning problems except the obvious, such as blindness, which are immediately identified	1 response
c.	MATC could be doing an excellent job for adults handicapped by change in the job market as an on-going program	1 response
d.	MATC facility is not set up to accommodate the handicapped	1 response
e.	Public mass transit not developed for handicapped	1 response
f.	Some facilities and just more general awareness to their needs	1 response
g.	Additional comments:	

-The community has been alerted and is really moving forward (in the last year)
-No program for the visual and hearing impaired in this area. Seems odd that Wausau would have a program when 2/3 of the people in the southern area of Wisconsin
-It appears that our school meets very few of the needs of the handicapped

VI. If you are a teacher, what resource materials or visual aids do you need for modification of your areas for the handicapped?

a. No answer — 13 responses
b. Slow learners--easier texts, tape to supplement reading, etc. Vocational programs should be set up so a slow learner could complete a 2-yr. program in 2½ or 3 years. — 1 response
c. Special facilities must be planned to help crippled, blind, deaf in our school — 1 response
d. How do I administer tests to the blind students? — 1 response
e. Need a specialist to head up the special needs program--for all handicapped--and an adult coordinator for heading up adult programs — 1 response
f. Need pre-testing programs, post-testing programs, etc. — 1 response
g. Basic information on resource material and aids and their use with handicapped persons — 1 response
h. Audio-tutorial screens, etc., right in the classroom so that individual learning can go forward under the guidance of the teacher — 1 response
i. Could use a roving specialist (as public schools) who would come into classroom to aid when needed rather than sending down to a special room — 1 response
j. Additional comments:
-Although I have taught a great many handicapped in my teaching days, I have had very few here, and they have adjusted very well. (I had a girl with one hand; on the other she had only a thumb. She performed as well on the typewriter as many of the other students; upon graduation she received, through her own high marks, a fine Federal Civil Service position. She was so good, no one noticed her handicap and she certainly never mentioned it or expected any special consideration).
-Biggest problem at M.A.T.C. as I see it is a failure of lines of communication between faculty (some of whom are doing great things) and administrators. We have the staff to serve the community, but we are not using it to best advantage. I think both the teachers and the administrators feel frustrated.
-I have handouts and names of resource people who can help
-My problem is with the learning handicaps that resource materials won't solve
-Haven't been involved with anyone in my area yet

VII. Other Comments:

a. No answer — 12 responses
b. Vocational-technical system curriculum should be revised into more flexible modules which can be extended or have substitute courses available; there should be more opportunity for individualized instruction — 1 response
c. Need definite written suggestions for planning the new building — 1 response
d. Should have an AV man there as a resource person to help if needed — 1 response

e.	Program could be better outlined and scheduled so anyone could come in for any portion of the program	1 response
f.	More time for questions and answers	1 response
g.	Be certain to get to our staff handout on things to watch out for in physical design of buildings as presented by Mary Ann Cook	1 response
h.	Overall, I thought that the Seminar was well worthwhile	1 response
i.	Good program	1 response
j.	The seminar was excellent	1 response
k.	I was sorry I couldn't stay for the entire presentation	2 responses
l.	Very good information	1 response
m.	Committee did a fine job	1 response

TEACHING THE HANDICAPPED

Friday, January 10, 1975

Sponsored by:

Waukesha County Technical Institute
and
The Center for Studies in Vocational and Technical Education
University of Wisconsin - Madison

9:00 a.m. Welcome - Dr. Mohammed Malik, Manager, General Education, Waukesha County Technical Institute

Purpose - Maria Hernandez, Coordinator Programs for Handicapped, Waukesha County Technical Institute

9:15 a.m. Committment to Serving Education Needs of Handicapped Persons, Dr. Lloyd W. Tindall, Research Associate, Center for Studies in Vocational and Technical Education, University of Wisconsin-Madison.

9:45 a.m. Specialized Instructional Materials for Use in Working with Handicapped Students, Kay Davis, Research Specialist, Center for Studies in Vocational and Technical Education, University of Wisconsin-Madison.

10:15 a.m. Instructional Techniques for Use in Teaching Handicapped Students, Dr. Betty Ross Thomson, Research Associate, Center for Studies in Vocational and Technical Education, University of Wisconsin-Madison.

11:00 a.m. Student Assessment of Programs for the Handicapped at Waukesha County Technical Institute, Panel of five handicapped students attending Waukesha County Technical Institute.

NEEDED: SOMEONE WHO CARES

WORKING WITH PERSONS WHO HAVE SPECIAL NEEDS

Tuesday, January 21, 1975

Sponsored by:

FOX VALLEY TECHNICAL INSTITUTE
and
The Center for Studies in Vocational and Technical Education
University of Wisconsin-Madison

8:00 a.m. Welcome - Stanley J. Spanbauer, Administrator-Instructional Services, Fox Valley Technical Institute

Purpose of Seminar - Dr. Lloyd W. Tindall, Research Associate, Center for Studies in Vocational-Technical Education University of Wisconsin-Madison

Keynote Address - "Special Needs of the Handicapped"

Janice Stovall, Chief, Facilities Assistance Section, Division of Health, Department of Health and Social Services, Madison

Available Materials - Kay Davis, Research Specialist, Center for Studies in Vocational-Technical Education University of Wisconsin-Madison

8:45 a.m. Workshop Session One

10:15 a.m. Coffee Break

10:45 a.m. Workshop Session Two

Workshops

Working with Persons who have Emotional Disabilities Library

Panel Moderator: *Kay Davis, Research Specialist

Panel Members: *Dr. Harold Thorpe, Department of Special Education University of Wisconsin-Oshkosh
*Orv Clark, Supervisor of Programs for the Emotionally Disturbed, CESA 13, Waupun
*Ronald Guenther, Winnebago Mental Health Institute Teacher at Waterwood School

Working with Persons who have Learning Disabilities — Room G-100

Panel Moderator: *Dr. Betty Ross Thomson, Research Associate, Center for Studies in Vocational-Technical Educatior

Panel Members: *Sam Tralongo, Workstudy Coordinator, Appleton High School-East
*Jerry Green, Director, Fox Valley Special Education IMC, Polk Library, University of Wisconsin-Oshkosh
*Lance Taylor, Winnebago Mental Health Institute, Teacher at Waterwood School

Working with Persons who have Drug and Alcoholism Problems — Room C-200

Panel Moderator: *Stanley J. Spanbauer, Administrator-Instruction

Panel Members: *Kenneth Walstrom, Group Dynamics Coordinator, Fox Valley Technical Institute
*Tess Kopitzke, R.N., School Nurse, Fox Valley Technical Institute
*George VerHoven, District Administrator, Division of Mental Hygiene, Lake Winnebago District
*Gregg Miller, Occupational Alcoholism Program Consultant, Bureau of Alcoholism and Other Drug Abuse, Division of Mental Hygiene, Madison

Working with Persons from Correctional Institutes — Room A-155

Panel Moderator: *Dr. Lloyd W. Tindall, Research Associate

Panel Members: *Ronald Hall, Supervisor, Cooperative Programming, Moraine Park Technical Institute
*Patricia M. Callahan, Placement and Follow-up Specialist, Moraine Park Technical Institute
*Martha Scacle, Communications Instructor, Moraine Park Technical Institute

Film Group One — Room G-140

The Inner World of Aphasia
Resource Person: *Dixie Hayday, Occupational Therapy Instructor, Fox Valley Technical Institute

Modern Concepts of Epilepsy
Resource Persons: *Ellen Gunter, Licensed Practical Nursing Instructor Fox Valley Technical Institute
*Mark DeBruin, Developmental Disabilities Coordinator, Unified Health Services Board-Outagamie County

Film Group Two — Room C-110

The Surest Test of a Civilization . . . Is to be Found in its Architecture
Resource Person: *Phyllis Giraldo, Registered Occupational Therapist St. Elizabeth Hospital, Appleton

Work Regulations
Resource Person: *Janice Stovall, Division of Health

NEEDED: SOMEONE WHO CARES

Working With Persons Who Have Special Needs

Tuesday, January 21, 1975

Sponsored by:

Fox Valley Technical Institute
and
The Center for Studies in Vocational and Technical Education
University of Wisconsin-Madison

Completing evaluation: 88

Teachers or aids:	58	Student Services:	2
Administrators:	2	Agency Representatives:	13
Coordinators:	1	Business and Industry:	1
		Other:	10
		Not Identified:	1

I. Which areas were the most useful to you?

a.	All areas	6 responses
b.	no answer	3 responses
c.	Epilepsy film	22 responses
d.	Aphasia film	13 responses
e.	Correctional institutions	6 responses
f.	Psychological techniques used in dealing with handicapped people	1 response
g.	Drug and alcoholism session	21 responses
h.	Emotional disabilities	8 responses
i.	Learning disabilities	25 responses
j.	Hearing problems	1 response
k.	Finding out about resources available	1 response
l.	Kay Davis - material center, research specialist	1 response
m.	Stress on individual instructors motivating students	1 response
n.	J. Stovall speech	1 response
o.	Both sessions	5 responses
p.	Group discussion	1 response
q.	Additional comments:	

-movies were helpful because they were directed toward nursing problems
-epilespy film helpful because patients we care for are like that
-L.D. - good presentation, stimulating discussion
-Panel of "Drug & Alcoholism" very informative
-Dr. Thorp related the material (in workshop in E.D.) to all areas
-L.D. - we needed more realistic examples
-"Correctional Institutions" was well done. Thank Pat Callahan

- "Correctional Institutes" was especially helpful, but I would like to know more about the attitudes of the "students" so I could work with them better.

II. Which areas did you dislike or think should have been altered? Why?

a.	None	28 responses
b.	No answer	24 responses
c.	Tended to be teacher oriented	4 responses
d.	Want more in-service on brain-damaged with learning disabilities	1 response
e.	Want more seminars pertaining to nurses assistants	1 response
f.	Want all day session	1 response
g.	Discuss more disability problems	1 response
h.	E.D. seminar should have been more detailed and clearer	9 responses
i.	Need more specific information	1 response
j.	Speakers seemed poorly equipped to handle subjects	4 responses
k.	An M.D. should have been a consultant	1 response
l.	Epilepsy film and discussion was not accurate enough	1 response
m.	There was no consensus in Drug-Alcohol seminar on sharing information	1 response
n.	Groups too large; not enough time	1 response
o.	Make more realistic; we must meet employer demands	2 responses
p.	Epilespy film - difficult medical terminology	1 response
q.	Should provide pre-orientation for films	1 response
r.	L.D. panel was too general	2 responses
s.	Drug-Alcohol panel didn't deal specifically with problems	1 response

III. Do you think additional seminars on the handicapped would be valuable?

a.	Yes	83 responses
b.	No	1 response
c.	No answer	4 responses
d.	Additional comments:	

-Special training & education must be offered for the handicapped
-Include brief description of each workshop
-Have nurses aids attend; possibly have one at the hospital
-On a continuous basis
-If more specific and in smaller groups
-Persons in health services have no background, need training desperately
-On care and interaction with handicapped
-If speakers were better selected

-Especially related to L.D.
-More involved and intensive
-How to evaluate students with L.D. and E.D.
-Talk about specific ways of meeting specific problems
-Specifics on learning disabilities, not theory
-To a short - limited extent
-In relation to teaching techniques
-More basic

IV. What are your suggestions for future seminars as to format, subject areas, resource persons and consultants?

a. No answer — 35 responses
b. Same — 18 responses
c. Additional comments:
-Movies and discussions were helpful and necessary
-All day seminar is preferable
-Don't limit session to young age group
-Have classes at Lakeview Manor for all aids
-Mental retardation and mental disorders
-Have a handicapped person on panel
-Counseling techniques re: L.D.
-Concentrate on one form of disability
-Involvement of actual patients, alcoholics, etc.
-Have more psychologists, psychiatrists, and doctors available
-Gear future seminars to care of adults in nursing situation
-Use more real life examples
-Use more handouts
-Further information from Dr. Betty Ross Thomson and her panel
-Confidentiality and agency co-operation
-How to motivate students
-Speech therapy
-Dyslexia
-More help in individual areas
-Learning styles
-"Mapping" - its use, value, etc.
-Traditional vs. experimental instructional methods
-Employment needs and desires
-Noise levels - pollution
-More information related to technical schools

V. Please note any specific needs of the handicapped that are not adequately met in this community?

a. No answer — 65 responses
b. Additional comments:
-Handicapped information is limited to young people

-General community knowledge needs to be greater
-Counseling training re: identification of problem areas and techniques for work with instructors
-Better coordination is needed to reach all types
-Many employers don't wish to hire the handicapped, especially the mentally ill
-Diabetic counseling in relation to behavioral problems
-People to talk to in a non-threatening atmosphere
-Teachers need much education in this field
-Other people parking in spots for the handicapped
-They don't know math - this comes from employers, not me as a teacher
-Seems to be adequate
-Architecture is improving
-Working with the deaf
-"Condition" everyone to the possibilities of progress by the handicapped
-Emotionally and mentally ill
-Architectural barriers - steps, curbs, wide enough doors, etc.

IV. If you are a teacher, what resource materials or visual aids do you need for modification of your areas for the handicapped?

a. No answer — 71 responses
b. None — 1 response
c. Additional comments:
-Ear plugs in shop
-How to detect and identify problems
-More space for wheelchair patients
-Individualized program for problems with math
-Time to develop
-Anything to help poor motivational factors
-Aids or development of individualized material
-Whatever you can suggest
-Always looking for more hardware, especially
-Advance notice of students with handicaps to be provided to instructors by school administration
-Books for library 1) Ways to help various handicapped; 2) AV resources
-Counseling techniques

VII. Other Comments

a. No answer — 58 responses
b. Additional Comments:
-Very informative, excellent presentation
-Thank you for allowing the outside public to attend
-Possibly this workshop was not supposed to include people who work with elderly

-Enjoyed panel members
-Enjoyed session very much
-The knowledge gained will be helpful in dealing with individuals
-I feel the panel was useful, but more so for FVTI faculty than for people invited in from agencies
-Education is a key factor to understanding
-Keep up the good work
-Please keep the staff at Lakeview Manor on the invitation list for future seminars
-I'd like to see more time allowed for further exposure to the various types of handicaps
-Had the distinct impression panelists were not aware of extent of contact we teachers have with the "special needs" student - they geared their talks to teachers of the full-time "average" students. Advance information to panelists about types of students we actually have would help them, and, in turn, us (excellent resource sources, however)
-Very knowledgeable people - only wish there was more time to spend on the subject
-I think one thing we could do in our teaching on vocational level is to use the "learning profiles" to match learning styles to teacher styles so student can work up to their potentials more easily
-Excellent idea to hand out the booklet, films and other A-V information
-Somehow, we must get it across that we are working with individuals and that not everybody progresses at the same rate or needs the same skills. Much has been said about this, but professionals still fail to grasp how important individual assessment is
-Questions above, at least many of them, are not answerable in general terms here. Some require thought over a longer time span
-Pat Callahan in the Correctional Institutes Workshop did an excellent job

SEMINAR FOR SPECIAL EDUCATORS AND VOCATIONAL EDUCATORS

Tuesday, March 11, 1975

Lakeshore Technical Institute
1290 North Avenue
Cleveland, WI 53015

Sponsored by Lakeshore VTAE District; Center for Studies in Vocational, Technical and Adult Education, University of Wisconsin-Madison; Riverview School, Manitowoc; and Lightfoot School, Sheboygan Falls.

1:30 p.m. Welcome - Frederick J. Nierode, District Director

1:45 p.m. Group 1

Social Security Benefits for Handicapped Students, Les Oerum, Branch Manager, Social Security Office, Manitowoc.

D.V.R. Assistance for Handicapped Students, George Herrman, Sheboygan Office Supervisor, Division of Vocational Rehabilitation.

Group 2

Exemplary Programs for Trainable Adolescents, John Sullivan, Principal, Pleasant View School, Milwaukee.

Group 3

Creative Language for Handicapped Students, Sheldon Niquette, Language Consultant, Kaukauna.

Group 4 (1:45 p.m. - 3:45 p.m.)

Vocational Skill Development for Handicapped Students in a Pilot Project at Lakeshore Technical Institute,

David Reisinger, Vocational Coordinator, Riverview School

Paul Muller, Vocational Coordinator, Lightfoot School

Bob Nabor, T & I Coordinator, Lakeshore Technical Institute

Eldon Riha, Instructor, Lakeshore Technical Institute

Project SKILL, Carol Lobes, Dave Heisen, Lois McKnight, Project SKILL professional staff, Department of Administration, Madison.

Instructional Materials Available to Wisconsin Educators on a Free Loan Basis, Betty Ross Thomson, Research Associate, Center for Studies in Vocational and Technical Education, University of Wisconsin-Madison.

Group 5

Tour of Lakeshore Technical Institute

2:45 p.m. Choose one of the above listed sectionals except for Group 4.

3:45 p.m. Adjourn

EVALUATION

SEMINAR FOR SPECIAL EDUCATORS AND VOCATIONAL EDUCATORS

Tuesday, March 11, 1975

Sponsored by
Lakeshore VTAE District
Center for Studies in Vocational and Technical Education, UW-Madison
Riverview School, Manitowoc, and Lightfoot School, Sheboygan Falls

Completing Evaluation: 32/64 participants

Lakeshore Technical Institute	5	participants
Lightfoot School	19	participants
Riverview School	33	participants
Other schools/agencies	7	participants

1. Creative Language, Sheldon Niquette — 7 completed evaluation

Strong Points:
-Interesting presentation; excellent assortment of materials
-A good, concise speaker; presented interesting materials (reading) for consideration
-Very informative and offered a lot
-Enthusiastic - related well to group; knew material well
-Material display and explanation
-Good relationships of how kid feels; relates to kids, relevant materials; enthusiastic, down to earth
-Very interesting; visual material presented

Weak Points:
-Would have liked to have had the chance to get the names of the publishers and authors; and expected to hear more about "creative language"

2. D.V.R. Assistance, George Herrman — 2 completed evaluation

Strong Points:
-Booklet
-Well presented
Weak Points:

3. Exemplary Programs for Trainable Adolescents, John Sullivan — 6 completed evaluation

Strong Points:
-Direct, personal presentation; small group, and thus much personal contact; relaxed way of talking - spoke without notes but never at a loss for words or ideas, yet well organized
-Booklet; good sharing of their operations
-Very good, well presented
-Functional, interesting, informative
-Very good
-A good overview of one particular program for adolescent TMRs. Really appreciated the booklet giving the curriculum

Weak Points:
-Didn't always catch the explanation of the school set-up, but this weakness was not important

4. Exhibit of Instructional Materials Avaliable on Free Loan to Wisconsin Educators, Betty Ross-Thomson, Kay Davis — 3 completed evaluation

Strong Points:
-Nice explanation, good interest on these students
-Informal and informative
-Good

Weak Points:
-Lack of time
-Not enough time to look at them!

5. PROJECT SKILL, Carol Lobes, Dave Heisen, Lois McKnight — 9 completed evaluation

Strong Points:
-Job training methods
-Good explanation on purpose of
-Informal and informative
-Well explained
-This project has proven that EMR and ED can perform on jobs, if they are given a job that they can perform
-Interesting, overheads information good
-Like to see more of this in Sheboygan county
-Informative
-Good to know about the project

Weak Points:
-Availability in this area
-Address for mailing not given
-Doesn't help the area of Wisconsin
-Not enough time
-Wasn't well prepared

6. Social Security Benefits for Handicapped Children, Les Oerum — 4 completed evaluation

Strong Points:
-Received information regarding disabled adult children; learned how to go about receiving help for these persons
-Informative
-Both were well presented to the audience; questions were answered and everything was well understood; SSI bill strong point
-Spoke clearly and to the point

Weak Points:

7. Vocational Skill Development, Auto Body Maintenance Assistant, David Reisinger and Paul Muller — 19 completed evaluation

Strong Points:
-Good overall picture of the program
-Well organized
-Color slides; Reisinger did good job
-Good introduction and informational set-up
-Good slide presentation

-Meet with all members involved with the students
-Information as to what is going on with our kids from Lightfoot
-Honest, good use of discussion groups
-Good introduction; interesting slides; review of body course
-Good smattering of program; an introduction; would be nice to know and participate in its development from time to time
-Informal and informative
-Well done, A-V good, discussion groups
-Discussion groups were good
-LTI can extend the occupation training that is not available at Riverview, Lightfoot and other schools for EMR students
-Interesting
-Liked idea, more programs are being started and mainstreaming involved
-Informative

Weak Points:
-Lack of time
-E. Riha knows auto body. It was unfair to ask him questions which he didn't have expertise in.
-Probably would be better with a follow-up after this pilot program has ended
-Not enough insight into possibilities of different programs
-Nothing valuable offered; our students attending the LTI course could have given the same information
-Too little time for the discussion
-The discussion period was short on time and leadership
-Poor lighting for slides
-Discussion groups too large; hard to understand
-Time allowed too short
-More knowledge is needed to help the classroom teacher on how students are evaluated for a vocational program
-When we went into groups the room was too small for the many groups because of the noise; hard to hear
-Slides - dark

8. Would you like to have additional inservice programs? 24 YES 1 NO

9. If the above answer is yes, what would be your primary interest/s?

-Continuing in skill areas, service, health care, etc.
-Something of more value
-Planning between industry school and LTI for preparation of students
-A joint effort of our staff at Lightfoot and LTI designing programs our kids can get into; there must be imput from us (Lightfoot) to you (LTI) if we are to get best results
-Driver and safety education for MRs; vocational education
-Areas that MRs can profit from your school
-Commerical subjects
-Vocational skill areas
-Evaluation procedures for the EMR
-Workshops on all types of handicaps
-Career or vocation
-Same topics; more time to go in depth
-Music for handicapped children; language for handicapped children

-Practical classroom application of materials, and sequentialization
-How can handicapped people be gainfully employed plus anything relevant to handicapped people
-Expressive language development in academic readiness areas (reading, math, etc.)
-Language development; readiness programs
-Early childhood
-Development of pre-reading skills
-Problem solving; more "how-to's"
-Trainable programs
-More on TMR students

10. Would you be interested in receiving credit for attending such inservice programs?

14 YES 4 NO

11. Would you be interested in receiving a Continuing Education Unit (CEU) for 10 hours of attendance at inservice programs?

13 YES 8 NO

GETTING TO KNOW YOU

Awareness for
Training and Employment of the Handicapped

Tuesday, April 15, 1975

Sponsored by
Gateway Vocational, Technical and Adult Education District
and
The Center for Studies in Vocational & Technical Education
University of Wisconsin--Madison

Hosted by
Racine Campus
1001 South Main Street
Room 100

1:00 p.m.	Welcome - Dr. Milton Hillery, Assistant Director-Student Services
1:05	Purpose of Inservice - Dr. Betty Ross-Thomson, Research Associate Center for Studies in Vocational and Technical Education University of Wisconsin-Madison
1:10	Film - A LITTLE SLOW (Association-Sterling Films)
1:30	Keynote Address - Mrs. Charlotte Tock, Special Education Supervisor, Milwaukee Public Schools
	"ARE They Different??"
2:00	Questions and Answers
2:15	EMPLOYERS ATTITUDES TOWARD THE HANDICAPPED
	Moderator - Mr. Warren Birch, Student Services, Racine Campus
	Panelists: Charmglow Industries - Jenny Grescham
	Holiday Inn-Racine - Jim Dayling
	Racine Die Casting - Ken Zach
	Racine YMCA - Richard Eddy
	Southern Wisconsin Colony - Joe Opel, Project SKILL
	DVR - Raymond Truesdell, Supervisor of Racine/Kenosha
	Robert Barbee, Placement Counselor
2:45	Questions and Answers
3:00	Film - LEO BEUERMAN (Centron Films)
3:15	Evaluation of the Inservice
3:20	Refreshments - MEET THE SPEAKERS

GETTING TO KNOW YOU

Awareness for
Training and Employment of the Handicapped

Tuesday, April 15, 1975

Hosted by
Racine Campus
1001 South Main Street
Room 100

Sponsored by
Gateway Vocational, Technical and Adult Education District
and
Center for Studies in Vocational and Technical Education
University of Wisconsin-Madison

Completing evaluations: 36

Teachers:	29	Student Services:	2
Coordinators:	3	Agencies:	2

I. Which areas were the most useful to you?

a.	All	5 responses
b.	No Answer	11 responses
c.	Speaker	21 responses
d.	Panel	13 responses
e.	Film(s)	21 responses
f.	Additional comments:	

-The films gave me an insight into the world of the handicapped--their feelings, problems, and obstacles.
-Speaker and films helped me see some new possibilities for the handicapped's usefulness.
-The panel spoke about real people and real situations. They seemed very positive about opportunities for placement.
-Charlotte Tock was a most exceptional speaker. Her knowledge and sense of humor proved a most powerful combination. The film was a clever sensitizing device.

II. Which area(s) did you dislike or think should have been altered? Why?

a.	None	9 responses
b.	No Response	11 responses
c.	Employers	1 response
d.	Film	2 responses
e.	Panel	10 responses
f.	Question and Answer	1 response
g.	Additional comments:	

-Panel-it was extremely difficult to hear some of the panel members.
-Question and Answer Sessions-Pertained to individual situations rather than general in some cases.
-Cut one film for more discussion time.

-Speaker- Seemed to dwell on secondary or pre-secondary age level. Our problems, which may be very similar are in dealing with adults who are retarded and/or handicapped.
-Panel- Need to Know more specially where Tech education can fit in for the individual to obtain success.
-The Panel discussion was not as informative as the rest of the workshop. Speakers did not seem well prepared.
-Programs started much too late.(2 responses)

III. What are your suggestions for future in-services as to format, subject areas, resource persons, and consultants?

a. No response 13 responses
b. Additional comments:
-It was hard to tell the mental abilities of slow slearner, as they relate to possible mainstreaming in our classes.
-Would like to see some specific program and curriculum adaptations for these handicapped individuals.
-The opportunity to learn more about my own bias re handicapped persons-The question of how to behave and the "proper" manner to ineract with handicapped persons.
-Involve instructors in small-group problem-solving-"doing" activities rather than just listening.
-More information from other employers, those who hire and again those who don't hire the handicapped.
-More meetings between teachers, employers and counselors.
-Curriculum & Instructional development for the handicapped.
-Provide some in-service training for counselors to help there recognize handicaps and help them to give better directions to the handicapped.
-How to get better jobs for the handicapped people?
-Teachers, Counselors, and Employers-Giving a list of specific jobs available at different levels of disability.
-Consultants are needed in specific vocational areas to aid instructors in developing mini courses for mainstreamed EMR's.
-Strictly adhere to timetable for films and speakers.
-Consider in-put from disabled students.

IV. If you are a teacher, what resource materials or visual aids do you need for modification(s) of your area for effectively instructing the handicapped?

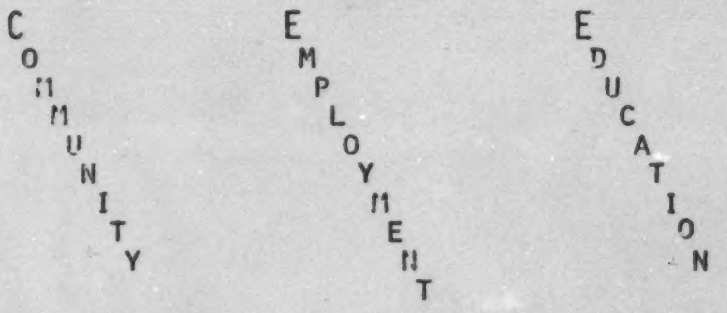
a. No response 28 responses
b. Additional comments:
-A realistic math testing program for people who have slow learning abilities.
-Have real good resources and facilities at GTI.
-Need help in knowing more about what is available and what is being done.
-Reading materials are needed in Vocational areas-low readability is a necessity. The materials provided in the Center's Catalogue are most helpful. Perhaps they could be made available on a cash basis for permanant use.

V. Other Comments:

a. No response 23 responses

b. Additional comments:
-Need to be counseled on problems and goals of specific students.
-This kind of awarness is critically needed if we (instructors) are expected to handle the needs of the mentally or physically handicapped students.
-Would benefit from more discussion with Mrs. Tock-she is most encouraging.
-Need teachers assistants to work with, in a mixed class situation.
- Good Presentation (5 responses).

AWARENESS



FOR

TRAINING AND EMPLOYING THE HANDICAPPED

Tuesday, April 22, 1975

Sponsored by:
Nicolet College and Technical Institute
and
Center for Studies in Vocational and Technical Education
University of Wisconsin-Madison

Hosted by:
Headwaters Regional Achievement Center
Timber Drive--County CC East--Rhinelander

2:30-3:00 p.m.	Social Half Hour (Meet in Children's Section of Headwaters Regional Achievement Center.)
3:00 p.m.	Welcome -- Dr. Donovan Allen, Dean, Community Services, Nicolet College and Technical Institute
	Purpose of Seminar -- Dr. Lloyd W. Tindall, Research Associate, Center for Studies in Vocational and Technical Education, University of Wisconsin-Madison
3:15 p.m.	Keynote Address -- "Awareness of Community Attitudes Toward the Handicapped"
	Dr. Arthur Bruhns, Director, Headwaters Regional Achievement Center
4:15 p.m.	Workshop Sessions (Choose Workshop One, Two or Three)
5:30 p.m.	Dinner
6:15 p.m.	Slide Presentation -- "Rhinelander Area Community Efforts in Training and Hiring the Handicapped"
	Developed cooperatively by: Nicolet College and Technical Institute Headwaters Regional Achievement Center Center for Studies in Vocational and Technical Education, University of Wisconsin-Madison
6:30 p.m.	Workshop Sessions (Choose Workshop One, Two or Three)
7:15 p.m.	Evaluation of Seminar (Written evaluation rap-up in closing workshop.)

WORKSHOPS

WORKSHOP ONE

"What The Handicapped Can Do For The Employer"

Speaker: Elio Pascutti, Special Services Coordinator and Placement Director, Headwaters Regional Achievement Center

Guest: Richard Guelkes, Innkeeper, Holiday Inn, Rhinelander

Nicolet Resource Person: Dan Mitchell, Rhinelander Community Services Coordinat

Center Resource Person: Dr. Lloyd Tindall, Research Associate, Center for Studi in Vocational and Technical Education, University of Wisconsin-Madison

WORKSHOP TWO

"Educators Efforts To Prepare The Handicapped For Employment"

Speaker: Linda Herman, Special Education Instructor, Rhinelander K-12 District

Guest: Elsie Mendham, Housekeeping Instructor, Nicolet College and Technical Institute

Nicolet Resource Person: Rose Nelson, Home Economics Coordinator, Nicolet College and Technical Institute

Center Resource Person: Dr. Betty Ross-Thomson, Research Associate, Center for Studies in Vocational and Technical Education, University of Wisconsin-Madison

WORKSHOP THREE

"The Handicaps Attitude Toward Employment"

Speaker: William A. King, Director of Adult Programs, Headwaters Regional Achievement Center

Guest: Weisen Danger, Client of Headwaters Regional Achievement Center and an employee of the Headwaters Employment Project

Nicolet Resource Person: Roger Sabota, Administrator, Student Services

Center Resource Person: Kay Davis, Research Specialist, Center for Studies in Vocational and Technical Education, University of Wisconsin-Madison

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Don't forget to visit the display of Vocational Education Resource Materials For Handicapped and Special Education. The display contains some of the materials which are available on a free-loan basis from the Center for Studies in Vocational and Technical Education at the University of Wisconsin-Madison.

AWARENESS FOR TRAINING AND EMPLOYING THE HANDICAPPED

Tuesday, April 22, 1975

Sponsored by:

Nicolet College and Technical Institute
and
Center for Studies in Vocational and Technical Education
University of Wisconsin-Madison

Completing Evaluation: 12

Teachers: 7
Administrators: 2
Coordinators: 3

I. Which areas were the most useful to you?

a.	Workshop II	1 response
b.	Workshop III	1 response
c.	Listening to Chuck tell his story of successful employment and how he feels about the assistance given to him.	1 response
d.	Hearing and seeing all the things being done.	2 responses
e.	Learning about the many facilities and services for the handicapped.	1 response
f.	All of them helped me to help others in the community - I hope to see things in a different light.	1 response
g.	Every speaker was interesting because I know so little about handicapped persons that any information enlarges my outlook.	1 response
h.	Information regarding what is presently being done in the school system and at the Center.	1 response
i.	Discussion Session to share what is and what is not working.	1 response
j.	All areas.	1 response
k.	All areas provided insights into the problem and how the community is handling them.	1 response
l.	Sharing of ideas.	1 response

II. Which areas did you dislike or think should be altered?

a.	None	8 responses
b.	Needed more time and discussion	1 response

c.	Would have liked more generalizations on exactly how handicapped persons can benefit employers--why would an employer hire handicapped rather than "normal" workers?	1 response
d.	Lack of participation by employers; we need employers, chamber people, etc.	1 response

III. Do you think additional seminars on the handicapped would be valuable?

a.	Yes	11 responses
b.	Not for me necessarily because my job is many faceted and I have enumerable areas I can always learn more about.	1 response
c.	Enlist the help of committee persons to make personal contacts well in advance of the seminar.	1 response
d.	Let's involve more community persons and employers.	1 response
e.	Need more public awareness and education.	

IV. What are your suggestions for future seminars as to format, subject areas, resource persons and consultants?

a.	No response	4 responses
b.	Would like another on employment and would like to have a number of known employers of the handicapped as resource persons.	1 response
c.	Inter-personal relationships of D.D. (Mentally Handicapped) and normalization understandings of D.D. in Rhinelander area.	1 response
d.	More in area of post high school EMR job planning and training.	1 response
e.	Specific methods used for instructing and working with clients.	1 response
f.	Bring the public and disabled together.	1 response
g.	Writing for special grants, monies, etc., in setting up new programs.	1 response
h.	Legal guidelines in establishing non-profit organization to employ handicapped.	1 response
i.	Work through the Chamber of Commerce, women's clubs, civic organizations, etc., to bring a stronger focus into the community area.	1 response.

V. Please note any specific needs of the handicapped that are not adequately met in this community.

a.	No response	3 responses
b.	Complete acceptance by the community; employment and recreation; diagnosis and evaluation resources.	1 response
c.	Training that may be needed for those residents in group homes who may soon be permanently discharged and not adequately prepared for independent community living.	1 response
d.	High school, EMR sports, and recreational ideas	1 response
e.	Need to publicize more what facilities are available such as achievement center and related classes.	1 response
f.	Just have the community meet with these disabled people.	1 response
g.	Vocational education for specific trades	1 response
h.	Employment, training under chapter 89, more adequate area resources, medical services of a specific nature - psychiatry, pediatrics, nuerology, etc.	1 response

VI. What resources, information, or help do you need to improve services to the handicapped?

a.	No response	5 responses
b.	Something on protective services	1 response
c.	Perhaps help in in-service training for special ed part-time instructors in the Nicolet District	1 response
d.	Any compiled info on classroom materials is always useful.	1 response
e.	Info on the MR people and the law	1 response
f.	Need to educate the public that clients are employable	1 response
g.	Money	1 response
h.	Center for Studies in Vocational and Technical Education materials available to the communities in the state	1 response
i.	Central information and referral resource to forward data and information to the people who need it	1 response

VII. Other comments

a.	No response	3 responses
b.	Certainly would like to see more participants.	1 response
c.	Those here were saying something in their presence and enthusiasm. They found the program attractive enough to take time out for the seminar.	1 response
d.	The workshop was beneficial to me in several ways. The available resource materials by Dr. Tindall's staff was useful, the information from the other workshops and the sharing between all present was really a reinforcing program. It makes it easier to go on tomorrow.	1 response

e.	Nicolet College Independent Learning Center is proud to be a partner in service and assistance to the handicapped in gaining employment.	1 response
f.	As an employer and teacher of these clients, I feel these people would make excellent employees, highly competent and dependable. Learn more about these people to fill your employment needs.	1 response
g.	Very interesting (good speakers)	1 response
h.	This seminar has given counselors a vantage point from which to work with disabled persons. That vantage point being that hope does exist in our society for the disabled to be employed.	1 response
i.	Keep up the contacts and the effort - it will pay off.	1 response
j.	Nicolet is willing to be a part in the training of these individuals. As a participant I was impressed with the reports of the extent to which many of these people can be trained and the services they can render to the community.	1 response

HELPING PEOPLE WITH SPECIAL NEEDS

Thursday, May 8, 1975

Southwest Wisconsin Vocational-Technical Institute

Sponsored by
Southwest Wisconsin Vocational-Technical Institute
and
Center for Studies in Vocational and Technical Education
University of Wisconsin-Madison

8:45 a.m. Welcome: Richard P. Duffy, Administrator, Instructional Services, Southwest Wisconsin Vocational-Technical Institute

Purpose: Dr. Lloyd W. Tindall, Project Associate, Center for Studies in Vocational and Technical Education, University of Wisconsin-Madison

Keynote Address: *How Did We Get Where We Are?*

Alverna Robinson, Consultant, Mentally Retarded, Division of Handicapped Children, Wisconsin Department of Public Instruction

10:00 a.m. Break

10:15 a.m. What Are We Doing For The Handicapped At Southwest Wisconsin Vocational-Technical Institute

James Nelson, Southwest Wisconsin Vocational-Technical Institute

10:30 a.m. Panel Discussion on Individual Programs Which Serve The Handicapped at Southwest Wisconsin Vocational-Technical Institute

Dan Becwar - Developmental
Jim Struss - Vocational Opportunity
Borgne McClelland - Learning Center
Joe Ray - Job Service
John Schindler - Auto Body
Dennis Kester - Welding
Marvin Case - Ag. Mechanics
Dick Hantelmann - Food Processing
Bob McNallie - Mobile Assessment
Sharon Stephen - Family Living

11:45 a.m. Lunch

12:55 p.m. Interaction With Resource Persons in Classroom and Laboratory Locations

	Room
Vocational Opportunity	227-229
Developmental Math-Science	105
Developmental Social Studies-English	107
Learning Center	Lab
Auto Body	Lab
Welding	Lab
Ag. Mechanics	Lab
Food Processing	Lab
Mobile Assessment	Lab
Family Living	Lab

2:00 p.m. Film: *"Hiring The Handicapped In The Rhinelander Area"*
Nicolet College and Technical Institute

2:30 p.m. Evaluation and General Session

3:00 p.m. Adjournment

HELPING PEOPLE WITH SPECIAL NEEDS

Thursday, May 8, 1975

Southwest Wisconsin Vocational-Technical Institute

Sponsored by
Southwest Wisconsin Vocational-Technical Institute
and
Center for Studies in Vocational and Technical Education
University of Wisconsin-Madison

Completing Evaluation: 18

Teachers	11	Business and Industry	1
Coordinators	3	Counselors	2
Agency	1		

I. Which areas were the most useful to you?

a.	Shop areas	1 response
b.	Panel Discussion	10 responses
c.	Film	2 responses
d.	Tours	5 responses
e.	Mrs. Robinson's address	1 response
f.	Learning Center and Resource Materials	2 reponses
g.	Rose Nelson's pictures	1 response

II. Which areas did you dislike or think should be altered?

a.	None	2 responses
b.	No response	5 responses
c.	Could Southwest Tech take some slides of our "graduate" voc. op. people on the job so we could show at our ARC meeting that they are succeeding on the job.	1 response
d.	More interaction in panel discussion.	1 response
e.	We should have more time with Alverna Robinson	1 response
f.	Would like to see demonstration by individual students	1 response
g.	Most pleased with the day!	1 response
h.	I did not dislike anything--in fact, I liked everything	1 response
i.	Keynote speaker's address was too long	1 response
j.	Speech should be no longer than 30 minutes and should start on time.	1 response
k.	We were assigned to areas to visit--I would have liked to see some of the other areas also.	

III. Do you think additional seminars on the handicapped would be valuable?

a.	Yes	15 responses
b.	No	2 responses
c.	Only if there can be a good group coming.	1 response
d.	Only for the entire staff here at Southwest Tech.	1 response

e. Not necessarily--not enough people take advantage of the ones we do have, especially people in the immediate area. 1 response
f. It will give updated conditions and the present picture. 1 response
g. With variation from this, with employers, too. 1 response
h. My area is chemically dependent persons, so would like to move in this direction. 1 response

IV. What are your suggestions for future seminars as to format, subject areas, resource persons and consultants?

a. No response 6 responses
b. More ABE Material. 1 response
c. Another panel discussion. 3 responses
d. Student participation--panel, demonstrations, tours (maybe a student from each area along with his/her instructor). 2 responses
e. Employers in our districts should participate. 1 response
f. I do like the spread of resource persons in various areas of the state. 1 response
g. A directory of district resource personnel and agencies would be very useful. Possibly one could be constructed. 1 response
h. More information on referrals and process. What is done to explain programs to parents. 1 response
i. Have this on a Saturday because of inconvenience of getting away from school for the event. It's too good a program for principals and guidance counselors to miss. Perhaps a fall meeting would bring better attendance. 1 response
j. Consider helping Spec. Ed. teachers know what to do to prepare students for entrance here. Sometimes we need help in selling the idea to both students and parents. 1 response
k. I liked your panel presentation. People who are in the field and have not attended one of your sessions would benefit from the identical format. 1 response

V. Please note any specific needs of the handicapped that are not adequately met in this community.

a. No response 9 responses
b. Group Homes 3 responses
c. Transportation 2 responses
d. Places of employment (sheltered workshops) 2 responses
e. Effort to retain handicapped students in programs so they have a better opportunity for employment. 1 response
f. Publicity 1 response
g. Work study 1 response
h. In Rhinelander area (a new request for health occupation training) Pre-Service Nuring Assistant. 1 response
i. Lack of committment on part of the employers. 1 response
j. Southwest Tech. does not have ramps for people in wheelchairs, etc. 1 response

VI. What resources, information, or help do you need to improve services to the handicapped?

a.	No response	7 responses
b.	Better coordination between school systems and business and industry.	1 response
c.	Encouragement and awareness.	1 response
d.	I would like to have a speaker from your institute speak and show slides to my EMR students at Platteville High School.	1 response
e.	We all need to inform newsreporters and more newspapers of the good accomplishments. Get in the news more often.	1 response
f.	Continue to supply information on expanded referral opportunities.	1 response
g.	Work sample assessment for senior high school students.	1 response
h.	Resource materials--reading (speed)	1 response
i.	More cooperation from parents of disadvantaged students--they seem to baby these students far too much.	1 response
j.	Know what is going on in the other areas of Southwest Wisconsin.	1 response
k.	Information about money available to students who are disadvantaged.	1 response
l.	More in low levels of reading.	1 response

VII. Other comments.

a.	No response	9 responses
b.	Enjoyable dav interacting with fellow co-workers and sharing of ideas in working with the disadvantaged.	1 response
c.	I was sorry so few entered the workshop--I find larger audiences more stimulating.	1 response
d.	Movie was excellent.	1 response
e.	Excellent program. We need materials prepared for parents of students who will be in these programs.	1 response
f.	Make more people and schools aware of the films and slides you have that could be shown to inspire (especially parents) of the handicapped of what is available in the Voc. Tech. schools.	1 response
g.	It would be nice if more people would attend the seminar.	1 response
h.	The movie was very interesting. It should be shown to more groups--the ARC, CEC and community groups.	1 response
i.	This has all been so interesting. Thank you.	1 response
j.	Very fine day. You are all to be complimented for all you are doing. You are doing much to help us all know it is not enough to say people are different. Rather say "People have different gifts."	1 response
k.	Earlier meetings (August, September, October)	1 response

CENTER FOR STUDIES IN VOCATIONAL AND TECHNICAL EDUCATION, UNIVERSITY OF WISCONSIN-MADISON

The Center for Studies in Vocational and Technical Education at the University of Wisconsin-Madison was reorganized with the support of the Wisconsin Board of Vocational, Technical and Adult Education within the School of Education in 1971. The function of the Center is to serve the State of Wisconsin in a unique way by bringing the resources of the University to bear on identified problems in the delivery of vocational and manpower programs—vocational education, technical education, adult education, career education, manpower training—to citizens of all ages in all communities of the State. The Center focuses upon the delivery of services including analyses of need, target groups served, institutional organization, instructional and curriculum methodology and content, labor market needs, manpower policy, and other appropriate factors. To the extent that these goals are enhanced and the foci of problems widened to encompass regional and national concerns, the Center engages in studies beyond the boundaries of the State.

Merle Strong, Director
Roger Lambert, Associate Director

For further information on this or other Center activities, contact:

Center for Studies in Vocational and Technical Education
321 Education Building
1000 Bascom Mall
Madison, Wisconsin 53706

608-263-3696

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